

FRANCIS SIMIER

junior
college
and
preparatory school

1932-1933



Metcalf Tower

FRANCES SHIMER JUNIOR COLLEGE

and

PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

MOUNT CARROLL, ILLINOIS

EIGHTIETH YEAR

1932-33

*Member of the North Central Association of
Colleges and Secondary Schools*

Member of the Association of Junior Colleges

Accredited by the Illinois State Department of Education

*Certified by the American Medical Association
for pre medical study*

THE
EIGHTIETH
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and
Announcements
for 1932-33

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AND PREPARATORY SCHOOL

CALENDAR FOR 1932-33

Sept. 15	Thursday	First Semester opens. Registration completed.
Sept. 16	Friday	Classes begin 8:00 a. m.
Sept. 17	Saturday	Reception to faculty and students.
Sept. 29	Thursday	Last day for changes in registration.
Nov. 24	Thursday	Thanksgiving Day.
Dec. 16	Friday	Christmas vacation begins 12:00 noon.
Jan. 4	Wednesday	Christmas vacation ends. Classes resume 8 a. m.
Jan. 25	Wednesday	Final examinations begin.
Jan. 28	Saturday	First semester closes 4:00 p. m.
Jan. 31	Tuesday	Second semester opens. Registration completed. Classes begin 8:00 a. m.
Feb. 14	Tuesday	Last day for changes in registration.
Feb. 22	Wednesday	Washington's Birthday.
April 7	Friday	Spring vacation begins 12:00 noon.
April 19	Wednesday	Spring vacation ends. Classes resume 8:00 a. m.
May 11	Thursday	Founders Day.
May 20	Saturday	Annual May Fête.
May 31	Wednesday	Final examinations begin.
June 3	Saturday	Class Day.
June 4	Sunday	Baccalaureate Service.
June 5	Monday	Reception and Exhibits. Alumnæ Association Business Meeting.
June 6	Tuesday	Seventy-ninth Annual Commencement.

FRANCES SHIMER JUNIOR COLLEGE

BOARD OF TRUSTEES

Officers

J. SPENCER DICKERSON, *President.*
FLOYD C. WILCOX, Mount Carroll, *Secretary.*
SAMUEL JAMES CAMPBELL, Mount Carroll, *Treasurer.*
NATHANIEL MILES, Mount Carroll, *Assistant Treasurer.*

Members

Class of 1932

J. SPENCER DICKERSON, Chicago J. H. MILES, Mount Carroll
NATHANIEL MILES, Mount Carroll
ROBERT MAYNARD HUTCHINS, Chicago

Class of 1933

WILLIAM E. GOODMAN, Chicago THEODORE G. SOARES, Pasadena,
JOHN F. MOULDS, Chicago California
NORRIS L. TIBBETTS, Chicago J. D. ELLIFF, Columbia, Missouri.

Class of 1934

SAMUEL JAMES CAMPBELL, Mount HUGO VON OVEN, Beloit, Wisc.
Carroll MRS. EDWIN EWART AUBREY, Chi-
JESSIE MILES CAMPBELL, Mount cago.
Carroll S. C. CAMPBELL, Mount Carroll

AND PREPARATORY SCHOOL

OFFICERS OF INSTRUCTION

FLOYD CLEVELAND WILCOX, A.M., President.

A.B., Kalamazoo College, 1910; B.D., Union Theological Seminary, 1913; A.M., Teachers College, Columbia University, 1921; Graduate student, Stanford University, 1928-30; Cubberley Fellow in School Administration, Stanford University, 1929-30; Principal, Ningpo Academy, Ningpo, China, 1915-26; Professor of Education, Shanghai College, Shanghai, China, 1926-28; Dean of the Faculty, Shanghai College, 1927-28; Frances Shimer Junior College, 1930—.

WILLIAM PARKER MCKEE, A.M., B.D., President Emeritus, 1930—.

ANGELINE BETH HOSTETTER, Ph.B., Dean of Women.

Ph.B., University of Chicago, 1907; Graduate student, *ibid.*, 1909-10; Study in Paris, Summer, 1911; Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summer, 1931; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer School, 1903-04, 1905-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri, 1915-16; Instructor in Latin, Frances Shimer School, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean of Women, 1931—.

MARGARET BAXTER, Ed.M., Counselor, Director of Studies.

A.B., Connecticut College, 1922; Ed.M., Harvard School of Education, 1930; Graduate Secretary, Connecticut College, 1922-23; Endowment Secretary and Assistant in Personnel Department, 1923-24; Executive Secretary, Personnel Bureau, Connecticut College, 1924-25; Harvard Graduate School of Education, 1925-26; Psychologist, George School, 1926-31; Frances Shimer Junior College, 1931—.

ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony and Composition, C. L. Capen; Organ, S. B. Whitney, Boston, 1893-96; Piano, private pupil of Barth; Organ, Grunicke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N. C., Professor of Piano, Instructor of Harmony and Analysis, 1906-09; Carleton College, Northfield, Minn., Director, School of Music, Professor Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-15; Frances Shimer Junior College, 1915—.

MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., *ibid.*, 1900; Instructor High School, Middlebury, Vt., 1897-1901; High School, Sherburn, Minn., 1902-04; Township High School, Evanston, Ill., 1905-10; Head Resident, Pi Beta Phi Settlement School, Gatlinburg, Tenn., 1913-16; Graduate student, University of Nevada, 1901; Graduate student, University of Chicago, Summers of 1904, 1908, 1909, 1925, 1926; Travel in England and Scotland, Summer, 1931; Frances Shimer Junior College, 1916-20, 1921—.

MABEL LOUISE PETERS, M.S., Biological Science.

Principal of High School, Petersburg, Mich., 1915-18; A.B., Michigan State Normal College, 1921; Assistant in Department of Botany, University of Michigan, 1921-22; M.S., University of Michigan, 1922; Summer School, University of Michigan, 1931; Frances Shimer Junior College, 1922—.

MINNIE STOWELL WALLACE, B.Mus., Instructor in Voice, History of Music and Public School Music.

B.Mus., Oberlin Conservatory of Music, 1911; Voice with Thomas N. MacBurney, Chicago, 1913-14, 1919-20, Summers of 1914, 1915, 1918, 1922, 1923; Director of Music, Union Christian College, Merom, Indiana, 1911-13; Private pupils, Chicago, 1914-18; Voice and Piano, Adrian College Conservatory, Adrian, Michigan, 1920-22; Frances Shimer Junior College, 1923—.

FRANCES SHIMER JUNIOR COLLEGE

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High-school instruction, University Place, Nebraska, 1921-23; Penn State Normal, Summer, 1921; Nebraska Wesleyan University, Summers of 1922, 1923, 1924; Graduate student, University of Chicago, Summer, 1926; Frances Shimer Junior College, 1924—.

FRANCES E. EMERSON, A.M., History.

A.B., University of Indiana, 1915; A.M., University of Chicago, 1922; High-school teaching, 1916-25; Frances Shimer Junior College, 1925—.

EDNA THOREEN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers of 1916, 1919, 1921; High-school teaching: Boone, Iowa, one year; Galesburg, nine and one-half years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'été, Université de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer Junior College, 1925—.

REUBEN HARVEY SEITNER, B.D., Biblical History.

A.B., Franklin College, 1916; B.D., University of Chicago, 1920; Frances Shimer Junior College, 1926—.

RUBY BAXTER, A.M., Mathematics.

A.B., Illinois Woman's College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Study, Columbia University, Summer, 1931; Instructor in Mathematics, Danville High School, 1920-21; Jacksonville High School, 1923-26; Frances Shimer Junior College, 1927—.

LAURA M. FLYNN, M.S., Physical Science.

B.S., Iowa State College, 1923; M.S., Iowa State College, 1927; Graduate work in Physical Sciences and Home Economics, *ibid.*, 1927-28; Instructor in Chemistry, Waterloo High School, 1923-25; Assistant in Chemistry, Iowa State College, 1925-28; Frances Shimer Junior College, 1928-31; Leave of absence for graduate study, 1931-32, Iowa State College—.

MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-28; Frances Shimer Junior College, 1928—.

RUTH SKELLIE, A.B., Secretary to the President.

A.B., Rockford College, 1928; Graduate work, University of Chicago, 1929; Frances Shimer Junior College, 1929—.

HELEN V. TERRY, A.M., Spanish, Assistant in French.

A.B., Ohio State University, 1919; A.M., *ibid.*, 1922; Summer course, 1922, Centro de Estudios, Madrid University; Summer course, 1923, Leland Stanford University; Foreign Travel, 1920; Central America, 1922; Europe, 1925; Spain and France (6 mos.); Instructor in Spanish, Ohio State University, 1920-25; University of Montana, 1925-28; University of Washington, one semester, 1929; Frances Shimer Junior College, 1930—.

MARGARET I. CONWAY, A.M., Economics, Sociology, Stenography.

A.B., University of Wisconsin, 1922; Collegiate Business Institute, 1923-24; A.M., University of Minnesota, 1930; Study, University of Minnesota, Summer, 1931; Frances Shimer Junior College, 1930—.

ESTELLE COZINE, A.M., Speech, Dramatic Art.

B.Mus., Albion College, 1919; A.B., Albion College, 1920; A.M., University of Michigan, 1922; Albion, Michigan, high school, 1911; Tarkio College, Missouri, 1923-25; Professional Theatre, Provincetown Theatre, Neighborhood Playhouse, Theatre Guild, New York City, 1925; Bradley Polytechnic Institute, 1925-28; Yale University, School of Drama, 1928-30; Frances Shimer Junior College, 1930—.

AND PREPARATORY SCHOOL

DOROTHEA NEVIUS, A.M., Latin.

A.B., Northwestern University, 1924; A.M., Northwestern University, 1925; Instructor in Latin, Northwestern University, 1925-29; Frances Shimer Junior College, 1930—.

MARY ELIZABETH JONES, A.M., Librarian.

B.S., Whitman College, 1920; B.S. in L. S., University of Washington, 1923; Study, New York Public Library School, 1925-26; Travel and study abroad, 1928-29; M.A., University of California, 1930; Librarian, Weiner High School, Weiser, Idaho; Librarian, Washington State Normal School, Ellensburg, 1923-28; Frances Shimer Junior College, 1931—.

ELIZABETH ANNE MOELLER, A.M., Graphic Arts.

A.B., University of Iowa, 1928; A.M., *ibid.*, 1931; Assistant in Art, Experimental Schools of University of Iowa, 1928-31; Research in Art Education for Iowa Child Welfare Station, 1929-31; Frances Shimer Junior College, 1931—.

JUSTINE VAN GUNDY, A.M., English.

A.B., Monmouth College, 1923; A.M., University of Illinois, 1924; European travel, Summers, 1924, 1930; Instructor in English, University of Illinois, 1924-31; Frances Shimer Junior College, 1931—.

WILMA WEIDLEIN, M.S., Physical Sciences.

B.S., Iowa State College, 1928; M.S., Iowa State College, 1931; Instructor in Chemistry, Missouri Valley High School, Missouri Valley, Iowa, 1929-30; Instructor in Chemistry, Penn College, January to April, 1929; Frances Shimer Junior College and Preparatory School, 1931-32.

FRANCES SHIMER JUNIOR COLLEGE

OFFICERS OF ADMINISTRATION

FLOYD CLEVELAND WILCOX, *President*

A. BETH HOSTETTER, *Dean of Women*

MARGARET E. BAXTER, *Counselor, Director of Studies*

MARY E. JONES, *Librarian*

MABEL LOUISE PETERS, *Head of College Hall*

ELLA FORTNA, *Head of West Hall*

EDNA THOREEN, *Head of Hathaway Hall*

RUBY BAXTER, *Head of McKee Hall*

RUTH SKELLIE, *Secretary to the President*

MRS. NELLIE SWEATT, R.N., *Resident Nurse*

VITA GUINN, *Accountant*

MABEL HALL DARROW, *Housekeeper*

MRS. LAURA GRAY, *Postmistress*

CHARLOTTE S. HAGEMAN, *Alumnae Secretary*

HISTORY

HISTORY

This institution is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a self-perpetuating Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. From that date until 1931 the institution was known as "The Frances Shimer School." At the latter date the trustees authorized the use of the name, Frances Shimer Junior College and Preparatory School, as a consequence of a reorganization by which the four-year junior college became the chief organization unit.

The College is not maintained for profit. All its resources are held in trust and all earnings are used to maintain and improve its work.

The hundreds of graduates and students of Mount Carroll Seminary are included as graduates and students of the College, and this large constituency, with traditions of culture and Christian service of over seventy-five years, furnishes a constant source of support.

The institution was one of the first to undertake junior college work. The initial junior college class was graduated in 1909 and for some years the enrollment in the college has over-shadowed that in the academy.

Convinced that another step in advance was necessary, the Board of Trustees in 1931 authorized a reorganization in the form of a four-year junior college, beginning with the eleventh high school year and continuing through the sophomore college year. The plan was based on the conviction that a new alignment in the educational structure was necessary in order to complete with the greatest efficiency the training of the general education period. A new alignment between high school and college was sought that could be psychologically justified. The four-year junior college is believed to be the institution where the problems relating to the co-ordination of high school and college can be taken up without prejudice and solved.

Since the retirement of the founder two incumbents have been appointed to the office of president. In 1897 Reverend William Parker McKee was called from the pastorate of the Olivet Baptist Church, Minneapolis, to be president. During his long administration all of the present very complete plant was built and the equipment acquired. He retired as president emeritus in 1930 after an uninterrupted service of thirty-three years.

Floyd Cleveland Wilcox became president in 1930.

FRANCES SHIMER JUNIOR COLLEGE

AIM

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instil principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare. Through its environment and all its activities the purpose of the school is to stimulate an interest in the worth-while things of life—in health, in work, in play, in religion, and in the love of beauty in nature and in art.

Its concrete educational aim may be stated to be the integration of the mental, emotional, and physical life of its students. Intellectual alertness and physical vitality must be balanced by such emotional poise and stability as will provide a well-rounded personality. Neither great minds alone nor strong bodies, but vital, wholesome persons as well, are clearly held as aims.

The means to these ends are the various courses of study provided to supply knowledge, to develop skills, and to create and strengthen right attitudes; also the well organized and stimulating campus life in which both faculty and students play the major part.

LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over state highways Nos. 27 and 40, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

EQUIPMENT

Frances Shimer Junior College has the advantage of seventy-nine years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from

EQUIPMENT

a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

DEARBORN HALL (1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL (1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, and a common social room furnished by the Mount Carroll Seminary and Frances Shimer School Association of Chicago.

WEST HALL (1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor. Bathrooms are on all floors where pupils reside.

METCALF HALL (1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, classrooms, and auditorium. The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syn-dics," Durer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The school is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

FRANCES SHIMER JUNIOR COLLEGE

COLLEGE HALL

(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire student body. The first floor contains a drawing-room 40 x 32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

THE INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A registered, trained nurse is in constant residence.

SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

WILLIAM PARKER MCKEE HALL

(1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room, serving-room, and kitchen. The other floors have a parlor for the use of students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for College girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as Head of the School. A portrait of the President, by Ralph Clarkson, contributed by trustees and former students, hangs in the dining-room.

EQUIPMENT

CAMPBELL LIBRARY

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete and steel.

The benefit of much expert advice was enjoyed in planning the arrangement and equipment of the building, designed by the late C. A. Eckstrom, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading-room occupies the entire first floor. The present library of more than 7,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The southwest corner of the rooms is reserved for the Hazzen Memorial Collection. This gift of over 1,000 volumes was made by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

WINONA BRANCH SAWYER HOUSE (1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL (1929)

The College has improved its already splendid equipment by the addition of a modern gymnasium and swimming pool, for which ground was broken August 28, 1928. The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

FRANCES SHIMER JUNIOR COLLEGE

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

The plans are the work of H. A. Anderson and Company, of Chicago, successors to the late C. A. Eckstrom, whose firm designed the other buildings on the campus, except Dearborn and Hathaway.

GENERAL INFORMATION

GENERAL INFORMATION

RELIGIOUS LIFE

As in other aspects of student life, the aim is to provide the atmosphere of a home in which religion will exercise its true function and afford opportunity for the expression of altruistic motives. The close relationship of student and teacher provides a desirable oversight of conduct and permits frequent conference regarding behavior difficulties.

Courses in Biblical history and teachings are provided in the curriculum. Attendance at some service of worship on Sunday in Mount Carroll is required. Sunday School classes, organized especially for Frances Shimer students, are maintained in the churches. The Y. W. C. A. affords opportunity for the expression of religious idealism and serves as a cohesive force among girls of different classes and ages.

HEALTH

Conditions on the campus have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

SOCIAL LIFE

The educational process recognized by the school is organized on the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion but give valuable training in social co-operation and in worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties.

FRANCES SHIMER JUNIOR COLLEGE

Occasionally they write their own plays. A Brunswick Pantatrobe with many valuable records aids in the cultivation of an appreciation of the best in music. The radio and a motion-picture machine are used for entertainment and instruction.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, skiing, coasting, cross-country walks, riding, and picnicking are a part of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

GUIDANCE

While guidance is often provided because of the excessive size of the group it is provided in Frances Shimer because the group is small. Every student has the right to succeed. If conditions interfering with success can be corrected by skilled attention and devotion it is the full duty of the institution to provide such means.

A full-time counselor and director of studies is always present to insure success by the removal of whatever obstruction is the cause of the difficulty. Success cannot always be assured but where wrong methods of study, wrong ways of getting along with people, wrong attitudes and wrong ideals interfere with the student's best achievement, much can be done by patient persistence and by the loyal co-operation of the student and her parents.

THE DICKERSON ART GALLERY

The functions of the Gallery are twofold: it is planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods. In developing the collection the policy is to select works of art which possess charm, beauty, and human interest. It includes oils and water colors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have determined aesthetic character.

The collection includes canvases by the distinguished American landscape painter, William Wendt; the noted portrait painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; E. Martin Hennings, and a water-color by Albert Worcester; a group of choice etchings representing the old and modern type of that art; a cast of "Her Son," presented by Miss Nellie Walker, the sculptor, and a cast of Lorado Taft's statue of Lincoln, The Lawyer. There have been added to the Gallery this year a plaster head of a Child, by Leonard Crunelle, and an etching Interior of the Chapel of the University of Chicago, by Lucille Crunelle.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there are on exhibition from time to time loan collections to the end that interest in the beautiful may be



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GENERAL INFORMATION

aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

There have been two outstanding exhibits during the year, one of contemporary American painters, loaned by the College Art Association, a gift of Professor John Shapley, of the University of Chicago, and one from the Iowa Art Guild. A circulating membership in the Chicago Galleries Association brings to the Gallery each month a canvas of merit by some contemporary painter. Membership in the American Federation of Art keeps the Gallery in close touch with the work of similar galleries throughout the country.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students and to the community.

CULTURAL RESOURCES

A definite program of recitals, lectures and conferences is maintained throughout the year. Artists, lecturers, and men and women successful in various professions visit the campus frequently during the year. Formal presentations on the platform of Metcalf Hall or on the stage of the gymnasium and informal round-table discussions in the Lounge of West Hall bring to the students the experience of men and women whose achievements have won wide recognition. A partial list of such events for the season of 1930-31 is given below:

Miss Mary O. Pollard, OXFORD TODAY.

The Kryn Band in Afternoon Concert.

Reverend E. V. Kennan, Grace Episcopal Church, Freeport.

Senora Milla Dominguez and Mexican group in native songs and dances.

Dr. Chancellor Jenks, Northwestern University, CEYLON.

Tony Sarg's Marionettes—ALICE IN WONDERLAND and THE RING AND THE ROSE.

Dr. Allyn K. Foster, THE ARTISTIC ORDER OF LIFE.

Ellenor Cook, Dramatic Dancer.

The Department of Speech, THE CHANTILLY NATIVITY PLAY.

Frank Speaight, English actor, Readings from Charles Dickens.

Mr. Ralph Eaton, State's Attorney of Carroll County, LAW ENFORCEMENT.

Fred Wise, Tenor.

Liege String Quartette.

Gloria Hollister, WITH BEEBE IN BERMUDA.

FRANCES SHIMER JUNIOR COLLEGE

The Department of Speech, THE LIFE OF CHRIST, AN EASTER PANTOMIME.

Irma Koen, Artist, THE APPRECIATION OF PICTURES.

Reverend Raymond L. Bragg, Chicago, THE YOUTH MOVEMENT IN EUROPE.

Presentation of plays by the Play Production Class of the Department of Speech.

Rev. Rolland W. Schloerb, Hyde Park Baptist Church, Chicago.

Miss Monana Cheny, Yenching University, China, YOUTH AND EDUCATION IN CHINA.

Poetry Recital, Department of Speech.

STUDENT ORGANIZATION

STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interest, club life is encouraged. Membership, though not compulsory, is strongly urged.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization maintains a weekly discussion-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

FRANCES SHIMER PUBLISHING ASSOCIATION

Frances Shimer Record is a student publication, issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the College-Academy hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.

COLLEGE GLEE CLUB

Open to college students interested in singing. It is the purpose of this Club and the Chorus to extend acquaintance with and to create appreciation for good music, and to furnish opportunity for musical expression. The Club appears on various School programs during the year and presents a joint recital with the Chorus.

CHORUS

This organization is open to all students interested in singing. An annual concert ends the season.

FRANCES SHIMER JUNIOR COLLEGE

ART CLUB

The Art Club is organized to cooperate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art.

DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

BOOK CLUB

Modern books are merely one of the many interests of young moderns in contemporary life. The Book Club has as its purpose the development of discrimination in and understanding of the best literature of the day.

The members of the Club are assigned or volunteer to take charge of the meetings, which consist of the review of two or three books recently published. Each member supplements her own understanding and view of the book as a story and piece of literature with the reviews and reports which she has gleaned from modern periodicals and papers on that book.

INTERNATIONAL RELATIONS CLUB

The Club seeks to gain appreciative understanding of the grounds of difference between the customs, opinions, achievements, and aspirations of foreign peoples and Americans. Russia and India have been discussed in previous years.

LATIN CLUB

The Latin Club is organized under the name *Fori Sociae Sorores*. Membership is coveted among the members of the Latin Classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin Class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-

STUDENT ORGANIZATION

clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.

DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shimer School.

OUTDOOR CLUB

The Outdoor Club is for those girls who like to hike in all kinds of weather. In the different seasons the Club also enjoys skiing, tobogganing, steak-roasts, and other out-of-door activities.

THE POETRY CLUB

The Poetry Club is open to a limited number of those who enjoy reading poetry and wish to enlarge their acquaintance with authors not taken up extensively in the regular class work. Among those considered in previous years were Kipling, Benet, the Irish Movement poets, Masfield, Frost, and Robinson.

STITCH AND CHATTER CLUB

This Club is a rather informal one, its purpose being to encourage girls to make use of their leisure time profitably. As it meets in the Lounge, there is ample room for various activities. Some occupy themselves with mending or other needle work, while others read, write letters or play bridge. The fire in the grate adds much to the enjoyment of those who meet there from time to time. A group of three or four girls is appointed to plan, serve, and finance the lunch for each meeting.

TRAVEL CLUB

The aim of the Travel Club is to stimulate an interest in travel. Through the personal accounts of experienced travelers and the reading of available travel literature it is believed that the members of the Club will gain an appreciation of the cultural attainments of foreign peoples, together with a conception of the scenic beauties of their homelands.

THE JUNIOR COLLEGE

THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Franklin Shimer Junior College organized its first junior college class in 1908 and since 1910 has graduated successive classes.

For students who wish to avoid the mass segregation and consequent inattention to individual needs that characterize our universities the well-organized junior college of high academic standing offers an excellent preparation for the more specialized work of the upper years of the university and the graduate school. The successful transition from the relatively sheltered and directed life of the high school period to the more strenuous self-directed life of advanced university work is more easily assured by attendance at a junior college where attention is directed both to high educational standards in harmony with university requirements and to training in the acquisition and expression of those individual and social controls that ensure adequate stability of character.

The many opportunities for exploring and testing one's abilities and interests within the field of the curriculum as well as by means of the social and cultural resources available make the junior college an unexcelled institution for those who wish to conclude their formal education with the expiration of the junior college years.

In a junior college the instructors do not teach their students merely as prospective graduates at the conclusion of four years of work in liberal arts, nor is the curriculum designed chiefly to facilitate elementary preparation in studies that become most interesting and useful beyond the junior college years. Rather it is true that students themselves are of immediate concern and that courses of instruction have relatively immediate objectives or directly promote interests and aptitudes already developed.

ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization and administration these four years are integrated into one group, the first year being designated Freshman, the second Soph-

MARKING SYSTEM

the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior	C—Average
B—Above average	D—Below average
E—Failure	

The average or C group constitutes from 40 to 60 per cent. of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the semester is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the next ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

- A grade of A earns 3 grade points for each semester hour of credit.
- A grade of B earns 2 grade points for each semester hour of credit.
- A grade of C earns 1 grade point for each semester hour of credit.
- A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

REQUIREMENTS FOR GRADUATION

The diploma of the Junior College will be granted upon the completion of one hundred twenty-four (124) semester hours' credit in the four years' course, or of 60 hours in the upper division. Sixty-four semester hours, or enough to complete 15 high school units, must be completed in

SCHOLARSHIPS AND AWARDS

The President's Prize

A prize of fifteen dollars is given to the student in the upper division who in the judgment of the instructors of English shows greatest merit in creative writing.

The Ileen Bullis Campbell Prize

The Ileen Bullis Campbell Prize in History is an annual award of twenty-five dollars for excellence in the field of History.

The Jessie Miles Campbell Prize

A prize of twenty-five dollars, given by Miss Jessie Miles Campbell, is awarded for excellence in Latin.

The James Spencer Dickerson Prize

A prize of twenty-five dollars is offered by Dr. James Spencer Dickerson for excellence in art to be determined by quality of class work in the history and theory of Art and the production during the year of some work of outstanding merit.

The Elizabeth Percy Konrad Trophy

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup.

The Golf Trophy

A golf trophy, a silver cup, bears the name of the winner of the annual tournament.

The Tennis Trophy

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament.

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1931-32 was given by Reverend Rolland W. Schloerb, of Chicago.

EXPENSES FOR THE COLLEGE YEAR

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year was inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the school. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

Tuition and living for the scholastic year, \$725.

WITHDRAWAL

MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

A student bank is maintained in the Office of the Accountant. A representative of the First Carroll County State Bank calls at a stated hour three times per week, at which time deposits and withdrawals may be made. Checking accounts in this bank are not permitted.

WITHDRAWAL

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw upon request.

CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years of the Junior College.

The courses of instruction are classified into six groups, viz., biological science, fine arts, home economics, language and literature, physical science, secretarial studies, and social science. These are arranged alphabetically in the order listed above.

The scheme is as follows:

- a. Biological Science—Physiology, histology, botany, zoology, heredity, physical education.
- b. Fine Arts—Music, art, speech, dramatics, play production.
- c. Home Economics—Clothing, foods, design, home planning and furnishing, home management.
- d. Language and Literature—English, Latin, French, Spanish.
- e. Physical Science and Mathematics—Physics, chemistry, geology, astronomy, algebra, geometry, trigonometry, calculus.
- f. Secretarial Studies—Typewriting, stenography.
- g. Social Science—History, civics, sociology, economics, geography, psychology, education.

The numbering of courses indicates the year in which they normally are given. For example: English 11 is given in the first semester of the first year of the Junior College (11th grade of high school). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

For description of studies given in the Preparatory School see page 67.

DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of eighteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty five minutes in length. A five minute interval is allowed for passing from one class to another.

PHYSICAL EDUCATION

PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good sportsmanship, high ideals of team co-operation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency, and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to a particular phase of the program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two romper suits, white socks, and shoes. Dancing sandals and swimming suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in outdoor activities, such as tennis, golf, field hockey, baseball, and riding. The annual May Fête is an event requiring many varieties of athletic ability. Winter work includes basketball, volley ball, indoor work, and dancing. Swimming is offered throughout the year.

REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 15 units required for a high school diploma nor in the total of 60 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

COURSES

11-12—PHYSICAL EDUCATION. Required of all freshmen.

Four periods per week, both semesters. One-half credit each semester.

21-22—PHYSICAL EDUCATION. Required of all sophomores.

Four periods per week, both semesters. One-half credit each semester.

31-32—PHYSICAL EDUCATION. Required of all juniors.

Two periods per week, both semesters. One-half credit each semester.

HOME ECONOMICS

12—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

*Two class periods and three two-hour laboratory periods per week,
second semester. Four credits.*

31—CLOTHING. Construction of garments; study of textiles as to fiber, weave, tests; textile economics, hygiene of clothing; choice and care of clothing; budget study. Prerequisite or concurrent, design.

*One class meeting and three two-hour laboratory periods per week,
first semester. Three credits.*

32—ADVANCED GARMENT CONSTRUCTION. Advanced textile study; application of principles of design to costume; study of historic costume in relation to modern dress. Prerequisite, Clothing 31 or Sewing 12.

*One class meeting and three two-hour laboratory periods per week,
second semester. Three credits.*

33—DESIGN. Study of the fundamental principles of design and their application to dress, architecture, and other forms of construction. A study of line and color; lettering.

*One class meeting and three two-hour laboratory periods per week,
first semester. Three credits.*

34—APPLIED DESIGN. Applications of designs to materials, cloth, paper, leather. Problems in book binding, block printing, tied and dyed work, basketry and leather tooling. Prerequisite, Home Economics 31 or Fine Arts. Alternates with Home Economics 38. Not offered in 1932-33.

*Three two-hour laboratory periods per week, second semester.
Three credits.*

35.—FOODS. Composition, selection, commercial processes; foods from the chemical and physical standpoint; consumer's responsibility; pure food legislation; preparation of food, factors of cookery, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

*One class meeting and three two-hour laboratory periods per week,
first semester. Three credits.*

36—ADVANCED FOODS. Foundations of normal human nutrition; nutritive values in relation to cost, cost of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

*One class meeting and two three-hour laboratory periods per week,
second semester. Three credits.*

THE FINE ARTS

THE FINE ARTS

THE GRAPHIC ARTS

The courses in Graphic Arts have been organized with a three-fold object—to afford the student exercise in expressing personal observation and feeling in various mediums of expression, to promote the understanding and appreciation of the rich inheritance in art and in contemporary art, and to give the student who plans to major or specialize in art a foundation for further study.

GRAPHIC ARTS FOR UPPER DIVISION

Students expecting to specialize in art in the upper division, to enter art schools, or to major in art at any of the universities, should confer with the instructor before planning a course of study in order to insure a proper selection of courses. In this way student programs can be best arranged to meet individual needs.

CERTIFICATE IN GRAPHIC ARTS

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the junior and senior years of the Junior College. A special certificate in Art is granted to students whose work upon completion of the outlined course is of distinctive quality and merit.

CERTIFICATE COURSE IN GRAPHIC ARTS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Freehand Drawing	3	Freehand Drawing	3
Lettering	1	Mechanical Drawing and Perspective. 1	
English Composition	3	English Composition	3
Electives	8	Electives	8
	<hr/> 15		<hr/> 15

SENIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
<i>Courses</i>	<i>Credits</i>	<i>Courses</i>	<i>Credits</i>
Painting	2 or 3	Painting	2 or 3
Design	2	Commercial Art	2
History of Art	3	History of Art	3
Electives	7 or 8	Electives	7 or 8
	<hr/> 14 or 16		<hr/> 14 or 16

GRAPHIC ARTS FOR LOWER DIVISION

Students enrolled as freshmen and sophomores may register for courses 11-12, and 21-22, respectively, listed under "Courses of Instruction in

GRAPHIC ARTS

COURSES OF INSTRUCTION IN GRAPHIC ARTS

LOWER DIVISION OF THE JUNIOR COLLEGE

11-12—GRAPHIC ARTS. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of casts, interesting arrangements of still life objects and pose sketching. Mediums are charcoal, pencil, colored crayons, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments, with rules for dimensioning and applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

*One class meeting and four two-hour laboratory periods per week,
both semesters. Four credits each semester.*

21-22—GRAPHIC ARTS. The aim of this course is to train the student in the use of colors in still life and flower studies. Occasional sketches are made out-of-doors. Emphasis on creative expression during the second semester with application of design principles on special space-filling problems. Study of color theory with experimentation. All problems in color study and design are completed during the regular studio time. History of American Art lectures are given during one single period each week; notebooks and readings are required.

*One class meeting and four two-hour laboratory periods per week,
both semesters. Four credits.*

UPPER DIVISION OF THE JUNIOR COLLEGE

31—ELEMENTARY FREEHAND DRAWING. This is a basic course in the principles and practice of expression by freehand drawing. Emphasis is placed upon proportion, form, value, direction of line and perspective. Drawings are made from casts, still life objects, heads and torsos. The principal mediums are charcoal and pencil; occasionally sketches are made in colored pencils, crayon, pen and ink. The work which consists chiefly of studio drawing is supplemented with criticisms, suggestions, and drawing demonstrations by the instructor.

Three two-hour laboratory periods per week, first semester. Two credits.

32—ELEMENTARY FREEHAND DRAWING. A more advanced course in drawing with specific regard for directness and facility. Action is emphasized through an occasional study of the posed figure in life drawing. Prerequisite, Graphic Arts 31.

Three two-hour laboratory periods per week, second semester. Two credits.

MUSIC

window and counter display cut-outs, packages and containers, posters, etc. Prerequisites, Graphic Arts 31, 32, 33, 34 and 43.

Two two-hour laboratory periods per week, second semester.

Two credits.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's *Art Through The Ages* with the addition of about 200 University Prints. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters.

Three credits each semester.

MUSIC

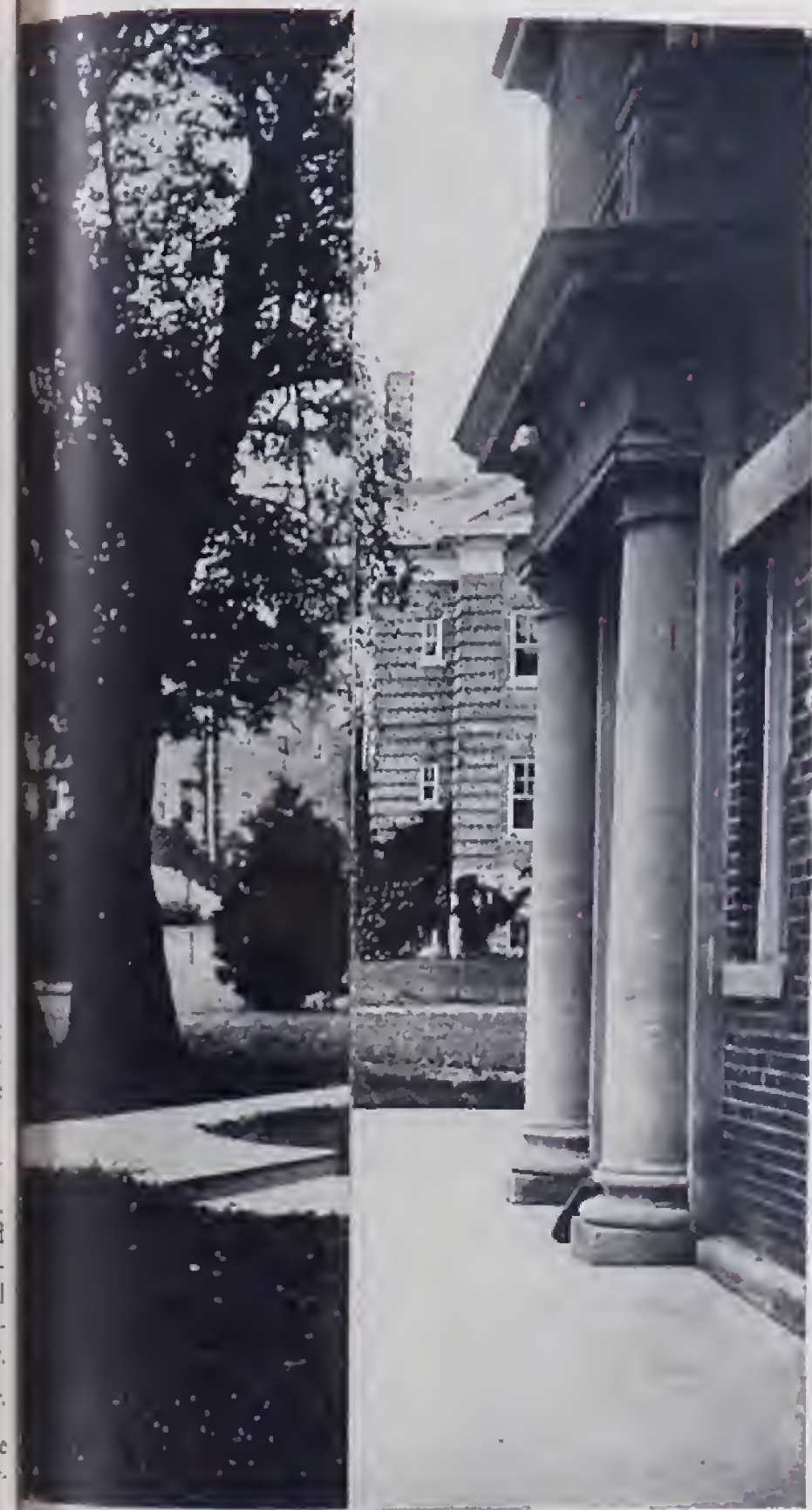
Instruction in piano, violin, and voice is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Elementary Harmony 11-12 and Elementary History of Music 13-14 may be taken to meet the requirement in music theory. Upper division students may elect Advanced History of Music 31-32, Appreciation of Music 33-34, and Advanced Harmony 41-42.

No credit for applied music alone, except in chorus, glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient the elementary course may be taken with the approval of the instructor, but no credit will be given. Advanced lower division students (11th and 12th grades) in applied music may elect ten practise hours per week and for it receive four semester hours credit.

The aim of the department is to train students who are seriously interested in music. Consequently, no half or part-time courses are approved.

The following outline of courses applies to upper division students and





From the Point of View of College

PIANO

standing and comprehensive appreciation of the various types, periods, and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and paper.

*Two hours per week, first semester; one hour per week, second semester.
One credit each semester.*

41-42—ADVANCED HARMONY. A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.

Three hours per week, both semesters.

Three hours credit each semester.

ENSEMBLE MUSIC

31-32—ORCHESTRA. Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required for certificate in violin. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

Two hours per week, both semesters.

One credit each semester.

33-34—CHORUS. Study and practice of part songs. Public appearances are made from time to time throughout the year. A required course for students registered in any one of the courses in Voice. Open to other students subject to the approval of the instructor. Special rehearsals are required in preparation for public concerts. Credit is not given for one semester only.

One hour per week, both semesters.

One-half credit, each semester.

35-36—GLEE CLUB. A course for more advanced students and requiring more intensive work than course 31-32. In addition to increasing vocal skill, the Club has for its purpose to create appreciation for choral works as well as to afford opportunity for musical expression. An annual concert is given, and appearances in other programs are frequent. Special rehearsals are required prior to public appearances. Open to students with ability to sing and to read music. Credit is not given for one semester only.

Two hours per week, both semesters.

One credit each semester.

PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involves a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work and representative compositions

VIOLIN

compositions from the classical, romantic and modern schools. The successful candidate will be required to give a recital program.

*Two half-hour lessons and fifteen hours practice per week, both semesters.
Five credits each semester.*

VIOLIN

11-12—ELEMENTARY VIOLIN I AND II. Particular attention is given to position, the manner of holding the violin and bow, also to good intonation and tone quality. Homan, Books I and II, Mitchell, easy pieces, Wohlfahrt, Opus 45, Book I, Kayser, Opus 20, Book I, Pleyel duos, Ries, Book I; pieces of corresponding grade.

*Two half-hour lessons and five practice hours per week, both semesters.
Two credits each semester.*

31-32—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II, Kayser, Opus 20, Book II; Ries, Book II; Dancs Alm Varies, Opus 47, selected pieces.

*Two half-hour lessons and five practice hours per week, both semesters.
Two credits each semester.*

43-44—ADVANCED VIOLIN I AND II. Harn Sitt or Schindler scales, Sevcik, Changes of Positions, Mazas, Opus 36, Book I, Kreutzer, The Double Stop etudes, Caporti, The Technique of Bowing, selected sonatas and concertos, suitable pieces, ensemble work.

*Two half-hour lessons and eight practice hours per week, both semesters.
Three credits each semester.*

41-42—CERTIFICATE COURSE IN VIOLIN. Mazas, Opus 36, Book II, Herman, preparatory double stop etudes, Kreutzer doubled stops, Paganini, Rols, caprices, Rovelli; Geminii; Dancs, Opus 100, more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

*Two half-hour lessons and fourteen practice hours per week, both semesters.
Five credits each semester.*

VOICE

The training of the voice consists in the production of pure tone and the correct use of the breath. Special attention is given to such features as attack, phrasing, legato and a study of diction and interpretation. The essential needs of each individual are carefully studied. Students completing course 31-32 or the equivalent are required to take Piano 31-32 (third year) or display an equivalent proficiency.

11-12—ELEMENTARY VOICE I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios,

SPEECH ARTS

41-42—**ADVANCED METHODS** This is a continuation of Elementary Methods. The study of the child voice, the elements of conducting, lists of appropriate materials suitable for children of various grades, relations of supervisors with the grade teacher are discussed.

Two hours per week, both semesters

Two credits each semester.

SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

Advanced Study

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, freehand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shumer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

Certificate in Speech

A special certificate in speech is granted to students who enter from accredited high schools, complete the outlined course in Speech Arts, and are judged to possess distinctive merit. In the senior year such students will either present a public recital or direct a play.

CERTIFICATE COURSE IN SPEECH ARTS

JUNIOR YEAR

FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
Speech 31	2	Speech 32	2
Speech 33	1	Speech 34 or 36	2
Certificate Arts 31	2	Music Appreciation 34	1
Music Appreciation 33	1	English Composition	3
English Composition	3	*Modern Language	3
*Modern Language	3	Dancing (See p. 32)	4
Electives	3	Electives	4
	15		15

DRAMATIC ART

with English 37.

Two hours per week, first semester.

Two credits

32—**LITERARY INTERPRETATION.** A study of words, scenes, and plays as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the literary in literature. The use of the voice as an instrument of interpretation. Lyric and dramatic poetry, the short story and the one act play. Prerequisite, course 31, Fundamentals of Speech. Identical with English 38.

Two hours per week, second semester.

Two credits

33—**APPLIED FUNDAMENTALS OF SPEECH.** Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily coordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

Two hours per week, first semester.

One credit.

34—**EXTEMPORANEOUS SPEAKING.** The organizing of public speaking through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Courses drill in speaking from the platform. Prerequisite course 31, Fundamentals of Speech.

Two hours per week, second semester.

Two credits

41-42—**PLAY PRODUCTION.** A beginning course open only to seniors. In the first semester lectures on the history of the theatre from the Greek to the present day. Laboratory exercises in acting. Assigned readings, required note books, and term papers. In the second semester the lectures cover a survey of the practical problems of directing, stage design, scene construction, lighting, costume, and make up. Each student is required to make a production book applying the principles of production to the one act play. Laboratory exercises in directing. Each student directs a one act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, course 31, Fundamentals of Speech.

Two lectures and one two-hour laboratory period per week, both semesters.

Three credits each semester.

43-44—**INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS.** Private lessons for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of original material. Not more than a total of four credits will be granted for work in this course.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester.

Two credits each semester.

LANGUAGES AND LITERATURE

ment of interpretation. Lyric and dramatic poetry, the short story and the one-act play. Prerequisite, course 31. *Language of Speech*. This course is identical with Speech 32.

Two hours per week, second semester

Two credits

41-42—**SURVEY OF LITERATURE**. A survey course in literature organized according to types. While emphasis is placed upon English literature, opportunity is also given for the comparative study of world masterpieces, especially in the field of the epic and drama, where need is felt for wider cultural perspective. Elective, open to seniors, and to juniors by special permission.

Three hours per week, both semesters

Three credits each semester

43—**THE ENGLISH ROMANTIC MOVEMENT**. The beginnings of English romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Electives, open to seniors.

Three hours per week, first semester

Three credits

44—**THE VICTORIAN ERA**. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

Three hours per week, second semester

Three credits

45—**ADVANCED COMPOSITION**. A course in creative prose writing for seniors who have shown special aptitude for original work. Methods of descriptive and narrative writing are studied through analysis of classic and contemporary prose models. Frequent individual conferences.

Two hours per week, first semester

Two credits

46—**ADVANCED COMPOSITION**. A continuation of course 45, with emphasis on the study and writing of the short story. Individual problems in contemporary literature are assigned for special study. Opportunity is given the student to cultivate her own tastes and interests in creative writing. Open only to those who have taken course 45.

Two hours per week, second semester

Two credits

47—**SHAKESPEARE AND THE ELIZABETHAN DRAMA**. A rapid survey of the Elizabethan theater, leading to a careful study of a number of representative Shakespearian comedies and tragedies. Elective, open to seniors. Not offered in 1932-33.

Three hours per week, first semester

Three credits

48—**MODERN DRAMA**. A study of significant modern plays, American, English and Continental, from the time of Ibsen to the present day. Elective, open to seniors. Not offered in 1932-33.

Three hours per week, second semester

Three credits

MODERN LANGUAGES

FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.
Four hours per week, both semesters. Four credits each semester.

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.
Four hours per week, both semesters. Four credits each semester.

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for composition. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.
Four hours per week, both semesters. Four credits each semester.

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.
Four hours per week, both semesters. Four credits each semester.

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.
Three hours per week, both semesters. Three credits each semester.

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.
Three hours per week, both semesters. Three credits each semester.

43-44—CONVERSATION AND COMPOSITION. Oral reports, grammar reviews, drills. Prerequisite, French 31-34, or the equivalent. Open only to students in the upper division. Not offered 1932-1933.
Two hours per week, both semesters. Two credits each semester.

SPANISH

11-12—BEGINNING SPANISH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.
Four hours per week, both semesters. Four credits each semester.

PHYSICAL SCIENCE AND MATHEMATICS

PHYSICAL SCIENCE AND MATHEMATICS

ASTRONOMY

43—DESCRIPTIVE ASTRONOMY. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

Three hours first semester

Three credits

CHEMISTRY

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in basic economics, nursing, education or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

Two class meetings and three two-hour laboratory periods per week both semesters.

Four credits each semester

41—ORGANIC CHEMISTRY. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

Two class meetings and three two-hour laboratory periods per week, first semester.

Four credits

PHYSICS

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control them, and to acquaint the student with "the scientific attitude." Although the mathematical side of the subject is not ignored, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Advised for freshmen and sophomores.

Three class meetings and two two-hour laboratory periods per week, both semesters.

Four credits

SECRETARIAL STUDIES

Offered only if sufficient number of students register

Three hours per week, first semester

Three credits

11—DIFFERENTIAL CALCULUS. A study of the theory of limits, derivation of formulas for differentiation with application, maxima and minima values of functions, differentials, curvature, partial differentiation, series, and expansion functions. Offered only if sufficient number of students register.

Three hours per week, second semester

Three credits

SECRETARIAL STUDIES

As many as sixteen credits may be offered for entrance to college although this amount varies with the institution to which one goes. Credit in stenography and typewriting may not be offered for advanced standing in universities. Hence only lower division students may receive credit for work in these courses. Upper division students, however, for the purpose of attaining personal proficiency in these skills, may register either for course 11-12 or for 21-22 upon approval of the instructor. Under these conditions, the course is considered as a doublet one and not as an over and the same requirements as to preparation, examinations, and grades will be rigidly maintained.

For students who aim toward vocational proficiency, courses 11-12 and 21-22 are required to be taken at the same time.

11-12—ELEMENTARY STENOGRAPHY. This course embraces the fundamental principles of the Gregg system of shorthand with special emphasis upon brief forms and construction, phrase writing, literary texts, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and amount as individual needs and problems is assured as a daily feature of the work. Additional practice and tests upon the basis of the assignments are introduced into the class work.

Four hours per week, both semesters.

Four credits each semester.

21-22—ELEMENTARY TYPEWRITING. A course designed to instruct and drill the student in the technique of typewriting and the details of form and arrangement of manuscript. Includes a study of the several parts of the machine, mastery of the keyboard by touch, tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

Four class meetings and four one-hour practice periods per week, both semesters.

Four credits each semester.

THE SOCIAL SCIENCES

THE SOCIAL SCIENCES

ECONOMICS

41—GENERAL ECONOMICS. A course designed to cover the subject of fundamental economic principles and in the problems of modern economic society. Includes a study of production, the modern exchange system, value and price.

Three hours per week, first semester.

Three credits.

42—GENERAL ECONOMICS. A continuation of Economics 41. Consumption and distribution, public finance, economic policies and policies. Prerequisite, Economics 41.

Three hours per week, second semester.

Three credits.

EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision it is necessary to complete sixty semester hours of work in the upper division, as follows:

Courses	Credits
English	6
Mathematics or Natural Science	4
History or Social Science	4
Introduction to Education 42	3
Psychology 41	3
Practice Teaching 44	3
Electives	11
Total	60

For courses in Public School Management see page 10.

42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

Three hours per week, second semester.

Three credits.

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Manual Career Public School prospective teachers will enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and then in turn

HISTORY AND GOVERNMENT

the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected. Not offered in 1932-33.

Three hours per week, both semesters.

Three credits each semester.

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

Three hours per week, both semesters.

Three credits each semester.

41-42—AMERICAN HISTORY. A general course covering colonization, constitutional organization and development, and growth of democracy and nationality. Open to seniors only. Either half of the course may be elected.

Three hours per week, both semesters.

Three credits each semester.

35-36—HISTORY OF RELIGION. A survey of the beginnings of religion, the historical development and significance of the great religions of modern times and an attempt at a critical analysis of the social contributions of each.

Two hours per week, both semesters.

Two credits each semester.

37-38—HISTORY OF NEW TESTAMENT TIMES. A historical study of the life of Jesus with the aim of giving a thorough acquaintance with sources of information, geographical and chronological data, the world in which Jesus lived, his teachings, work, and conception of mission, as furnished by the synoptic gospels. A brief survey of the development of the early church receives attention.

Two hours per week, both semesters.

Two credits each semester.

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observations and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's *Art Through the Ages* with the addition of about 200 University Prints. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

Three hours per week, both semesters.

Three credits each semester.



College and Hathaway Halls

EXPENSES

PREPARATORY SCHOOL

PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in these pre-junior college years so as to make adequate preparation for the broader range of studies that are there available. All instructors are of junior college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in dormitory, class, and social organization to secure the optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is encouraged.

ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

MARKING SYSTEM

The system of grading students is identical with that used in the junior college. See page 29.

GENERAL RULES

Only rules applying specifically to students in the Preparatory School are given in this section. Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students.

EXPENSES

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. This amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 and January 1 of the first and second semesters, respectively.

Tuition and living, including board, room, and laundry, for the year.....	\$660.00
Tuition for day students.....	160.00

ENGLISH AND LATIN

COURSE OF STUDY

Definition of Terms

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty-five minutes. A student normally studies four subjects and earns four units per year.

Numbering of Courses

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

ENGLISH

The objective of the Preparatory School English course is to cultivate a love of good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing. Standardized tests in literature, composition, and grammar, are given from time to time.

1-2—FIRST-YEAR ENGLISH. The course in literature consists of the reading of several classics. The study of mythology is made as a preparation for subsequent work in literature. Constant drill in grammar and frequent themes. Required of all first-year students.

Daily, both semesters.

One-half unit each semester.

3-4—AMERICAN LITERATURE. From the Colonial period to the present. Composition, and continued drill in grammar. Required of all second-year students.

Daily, both semesters.

One-half unit each semester.

LATIN

The preparatory school course is planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well-rounded unit in themselves. The aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature;

PIANO - VOICE

3-4—MODERN EUROPEAN HISTORY. An elementary course. The first half is a study of Western Europe from the reign of Louis XIV to 1789, international relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War. Not offered in 1932-33.

Daily, both semesters.

One-half unit each semester.

SCIENCE

1-2—PHYSIOLOGY. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continues throughout the year.

Daily, both semesters.

One-half unit each semester.

HOMÉ ECONOMICS

1—COOKING. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

Two class periods and three two-hour laboratory periods per week, first semester.

One-half unit.

2—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

Two class periods and three two-hour laboratory periods per week, first semester.

One-half unit.

PIANO

1-2—ELEMENTARY PIANO I. Foundation work; Chailitt, Opus 82, Bk. I; Berens, Opus 70; Bellini, Opus 166; Loeschhorn, Opus 63, Bk. I; Krause, Opus 25; and additional elementary pieces.

Two class meetings and five hours practice per week.

One-quarter unit each semester.

3-4—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschhorn, Opus 63, Bk. II; Divinsky, The School of Mechanism; Kunz, Two Part Canons; easy pieces; technique.

Two class meetings and five hours practice per week.

One-quarter unit each semester.

STUDENT REGULATION

STUDENT REGULATIONS

Residence halls.—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the school buildings. Students living in the dormitories avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within the grounds in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room. All rooms are furnished with single beds (3 feet by 6 feet 3 inches), pillows, chairs, study tables, chests of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers, 38 x 19 inches. Students furnish *rugs* (if desired), *bedding*, *curtains*, *towels*, *napkins* and *napkin ring*, *knife*, *fork*, and *spoon* (for use at *spreads* and *picnics*). It is also recommended that they provide themselves with a *hot-water bottle*, an *umbrella*, and *heavy walking shoes*.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

Dress.—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing, two standards be observed: suitability and simplicity. For school wear, one-piece dresses of material suited to the season have been found satisfactory. The conventional dinner dress has no place in the school wardrobe, although students do not wear their school dresses to dinner. One or two simple evening dresses for wear at parties are essential. Millinery is not an important problem. A simple tailored hat of becoming shape is all that is required. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sport oxfords with low or medium heels are best.

Clothing which is to be sent to the laundry should be plain. An extra charge will be made for all pieces difficult to iron, and for laundering blouses between December 1 and April 1. Laundry must be marked, in all cases, with woven name (not initial letters).

REGISTER OF STUDENTS

REGISTER OF STUDENTS

FOR THE YEAR 1931-32

GRADUATES, JUNE, 1931

Junior College

Alexander, Ruth.....	Chicago ✓
Bart, Mary Regina.....	Emmetsburg, Iowa ✓
Coleman, Mary E.	Mount Carroll ✓
Dresser, Mary.....	Wheaton ✓
Emerson, Harriet.....	Rock Island ✓
Fisher, Sarah Elizabeth.....	Danville ✓
Garrett, Esther Pearl.....	Savanna ✓
Geary, Wilma Eileen.....	Marathon, Iowa ✓
Gregson, Vivian.....	Montezuma, Iowa ✓
Herrick, Gladys May.....	Dixon ✓
Hoffmann, Lucile Allene.....	Birmingham, Mich. ✓
Kuhn, Margaret.....	Belvidere, S. D. ✓
Lowitz, Frances.....	Chicago ✓
McEwen, Mary Elizabeth.....	Rolfe, Iowa ✓
McKee, Mildred.....	Chrisman ✓
Moore, Thelma.....	Mount Carroll ✓
Morris, Lucia M.	Dixon ✓
Olson, Bertha Pauline.....	Lovell, Wyo. ✓
Overaker, Marion.....	Springfield ✓
Palmer, Mary Helena.....	Montezuma, Iowa ✓
Puzey, Jeannette R.	Sidell ✓
Reynolds, Grace.....	Mount Carroll ✓
Schreiner, Dorothea M.	Chadwick ✓
Shoemaker, Dorothy D.	Mount Carroll ✓
Smith, Lillian.....	Mount Carroll ✓
Streeter, Dorothy S.	Chicago ✓
Sword, Virginia E.	Milledgeville ✓
Telsrow, Helen E.	Davenport, Iowa ✓
Uhlenhopp, Marguerite.....	Hampton, Iowa ✓
Wilbern, Lucile.....	Sterling ✓

Academy

Allen, Margaret Sandusky.....	Covington, Ind.
Ashdown, Marguerite.....	Flossmoor
Brown, Irene Wilcox.....	Spring Valley
Hollebosch, Lillian Elaine.....	Rock Island
Iddings, Janet.....	Crown Point, Ind.
Kruse, Marie M.....	Chicago

REGISTER OF STUDENTS

Sincos, Marjorie	Warren
Schmaling, Esther	Mount Carroll
Turnbaugh, Mary	Mount Carroll
Turnbaugh, Emily	Mount Carroll
Van Buskirk, Irma	Villa Park
Wallace, Elaine	Oak Park
Woerfel, Jessie A.	Sturgeon Bay, Wis.
Williams, Dorothy	Savanna
Wolf, Dorothy	Lanark
Young, Helen L.	Sioux Falls, S. D.

JUNIOR CLASS

Allen, Margaret	Covington, Ind.
Allen, Ramona	East Moline
Bishop, Willeta	Evanston
Brown, Irene	Spring Valley
Buckaloo, Jane	Dixon
Burlingame, Juliann	Dowagiac, Mich.
Boothby, Irma	Mount Carroll
Borop, Lillian	Lanark
Brown, Natalie	Savanna
Cabeen, Jean	Aledo
Cottingham, Ruth	Bloomington, Wis.
Crawford, Jane	Dubuque, Iowa
Crawford, Grace L.	Nachusa
Crum, Jane	Mineral Point, Wis.
Campbell, Helen	Mount Carroll
Derrer, Ruth	Lanark
Dimond, Virginia	Chicago
Engleking, Florence	Mount Carroll
Ferris, June	Marquette, Iowa
Frissell, Janette	Clinton, Iowa
Gsell, Virginia	Mount Carroll
Hamilton, Cordelia	Mount Carroll
Hamilton, Mary	Dixon
Hanson, Selene	Chicago
Horrocks, Dorothy	Chicago
Keller, Cara Mae	Birmingham, Mich.
Letz, Ruth	Crown Point, Ind.
Lichty, Virginia	Toledo, Iowa
Maginnis, Mary Virginia	Chicago
Mayne, Mildred	Mason City, Iowa
McCarthy, Mona	Detroit, Mich.
Meils, Beulah	Streator
Mellor, Helen	Cummington, Mass.

REGISTER OF STUDENTS

Farquhar, Jane	Chicago
Green, Hester	Marshall, Mich.
Harrison, Dorothy	Highland Park
Higgins, Grace	Chicago
Johnson, Esther	Cedar Rapids, Iowa
Jourdan, Dorothy	Oak Park
Koon, Helen	Highland Park
Le Pelley, Priscilla	Highland Park
Mooney, Margaret	Rock Falls
Neumann, Jane	Highland Park
Nirdlinger, Janet	Galesburg
Plaut, Marion	Highland Park
Replogle, Billie Jane	Wabasha, Minn.
Salmon, Marion	Beloit, Wis.
Sinton, Jeanne	St. Charles
Sleight, Helen	Battle Creek, Mich.
Summerville, Frances	Harvey
Thayer, Jane	Chicago
Wahl, Betty	Wheaton

PREPARATORY SCHOOL

SECOND YEAR

Bruce, Priscilla	Memphis, Tenn.
Coleman, Mary	Chicago
Folz, Elizabeth	Chicago
Goldberg, Dorine	Chicago
Giles, Eugenia	Chicago
Hoffman, Mildred	Chicago
Knight, Eva	Rosiclare
Lemon, Betty	Pratt, Kan.
Lepine, Jean	Chicago
Murdoch, Kae	Evanston

FIRST YEAR

Dean, Helen	Rapid City, S. D.
Engles, Helen	Mount Carroll —
Fisher, Miriam	Chicago
Hertz, Paulette	Chicago
Joyce, Jessie	Highland Park
Knox, Betty Lou	Chicago
Lewis, Adelaide	St. Joseph, Mich.
MacKinnon, Helen	Wauwatosa, Wis.
Marshall, Virginia	Chicago
McNab, Bobbie	Plano

REGISTER OF STUDENTS

SUMMARY OF ATTENDANCE 1931-32

JUNIOR COLLEGE—

<i>Upper Division</i>	<i>First semester</i>	<i>Second semester</i>	<i>Net Total</i>
Seniors	40	39	40
Juniors	52	48	53
<i>Lower Division</i>			
Sophomores.....	13	14	14
Freshmen.....	25	24	26
TOTAL IN JUNIOR COLLEGE	130	125	133

PREPARATORY SCHOOL—

Second Year	10	10	10
First Year	13	10	13
TOTAL IN PREP. SCHOOL..	23	20	23
Special Students	10	10	10
GRAND TOTAL.....	163	155	166

GEOGRAPHICAL DISTRIBUTION

Illinois	101
Iowa	17
Wisconsin.....	17
Michigan	10
Indiana.....	3
South Dakota.....	2
Kansas	1
Massachusetts.....	1
Minnesota.....	1
Missouri.....	1
North Dakota.....	1
Tennessee.....	1
TOTAL	166

CALENDAR OF EVENTS, 1931-32

- April 16 Final Club Night.
- April 17 Reverend R. L. Bragg, Chicago, *The Youth Movement in Europe.*
- April 23 Sophomore Prom.
- April 24 Reverend Ernest V. Kennan, Grace Episcopal Church, Freeport.
- April 30 Swimming Meet.
- May 1 Miss Elizabeth Moeller, *Civic Art.*
- May 4 Emily Turnbaugh, Recital in Speech.
- May 7 Informal Dance.
- May 8 Glee Club Concert.
- May 11 Founder's Day.
- May 14 Presentation of plays by Play Production Class, Speech Department.
- May 15 University of Wisconsin Y. M. C. A. delegation.
- May 21 May Fête.
- May 22 Reverend Rolland W. Schloerb, Hyde Park Baptist Church, Chicago.
- May 28 Open Night.
- May 29 Modern Poetry Recital, Department of Speech.
- June 4 Class Day.
Class Banquets.
College Dance.
- June 5 Baccalaureate Service.
President's Reception.
Vesper Service.
Class Sing.
- June 6 Reception and Exhibit,
Department of Art
Department of Home Economics.
School and Reunion Picnic.
Recital, Students of Department of Music.
- June 7 Seventy-ninth Commencement.
Address: Dr. J. M. Stifler, The University of Chicago.

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Geometry, Plane.....	3-4
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History, Medieval Civilization.....	2
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Latin, Caesar.....	3-4
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Physiology.....	1-2
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